

Quabbin Regional High School

**Style Manual
And
Writing Guide**



FOR STUDENTS AND TEACHERS

This guide, first produced in 1997, is periodically reviewed, modified, and updated by the Quabbin Regional High School faculty. The most recent revision was completed in the spring of 2008.

The Quabbin Regional High School Style Manual and Writing Guide serves as a reference guide for students, faculty, and staff at Quabbin Regional High School. This style manual and writing guide is an attempt to standardize the presentation of significant writing projects at Quabbin Regional High School with the belief that consistency, repetition and reinforcement will improve performance by students. The style manual and guide is also intended to aid teachers by providing expectations and direction for format.

For the purposes of this booklet, “significant writing projects” will be interpreted as any paper whose final format requires manuscript form, including, but not limited to, research papers, formal essays, and analytical papers. The booklet does not apply to minor assignments or classroom work.

Like most in-house style guides, this volume is unique in its attempt to be simultaneously simple, usable and thorough. As such, it attempts to address the most common needs of teachers and students through instruction and example, but it cannot anticipate every situation.

This guide is primarily based on adaptations of:

- The *MLA Handbook for Writers of Research Papers*, 6th ed. B. Joseph Gibaldi.
- *Online! A Reference Guide to Using Internet Sources* by Andrew Harnack and Eugene Kleppinger
- *Keys for Writers: A Brief Handbook* by Ann Raims.
- The Online Writing Lab, Purdue University.
- *The Research Paper* by Sharon Sorenson.

While this guide provides uniform formats and policies, teachers must still assume responsibility for teaching those elements of writing for which they hold students accountable.

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WRITING THE FORMAL PAPER

The MLA (Modern Language Association) style is commonly used within the liberal arts and humanities to write formal research papers and cite sources. The Quabbin writing guide includes examples for the general format of MLA research papers, in-text citations, endnotes/footnotes, and the Works Cited page.

THE REASON FOR DOCUMENTATION

Documentation or citing of sources is important as a means of supporting the arguments of a paper. Documentation is used to provide precise information about the authors and sources consulted in compiling the paper and as a means of providing those sources to readers. The use of someone else's words or ideas is often desirable in a paper; academic integrity requires that those sources be acknowledged.

PLAGIARISM

Derived from the Latin verb meaning "to kidnap," plagiarism is the presentation of someone else's words, phrasing or ideas without proper acknowledgement of the source. While the use of the work of others is acceptable, their efforts must be acknowledged. Failure to do so is an offense against academic integrity. The penalty for plagiarism at Quabbin Regional High School should be a zero for all parties involved; four demerits for deceit may also be assigned. Parents should be notified. In college penalties will be much more severe.

MATERIAL THAT NEEDS TO BE CITED

Cite sources and provide documentation for:

1. facts and statistics that are not common knowledge
2. quotations
3. ideas and opinions that come from a source, even if those concepts are paraphrased or summarized

Facts regarded as common knowledge and those accessible from a number of general reference sources such as the dates of World War I, familiar proverbs, widely used or clichéd quotations, need not be cited.

AVOIDING PLAGIARISM

Learn how to avoid plagiarism. Study the following four passages. The first is the original passage by Aurelia Kamp. The second passage illustrates plagiarism. The third passage accurately rewords, quotes, and documents the words and ideas used from the original. The fourth passage accurately rewords and documents the ideas from the original but does not include direct quotes.

Original Passage

The cost-effective production of white corn is important to anyone who likes cereal for breakfast, tacos for lunch, tortillas for dinner, or Fritos for a snack. But reducing operating costs in order to keep down consumer costs is an ongoing problem for farmers. As we walked through the grain-bin area, Mr. Z. pointed to a 3,500-gallon propane tank. During harvest, he explained, the tank was filled every other day. Then, to reduce costs, Mr. Z. spent \$70,000 to design and build a cob burner that gasifies the corncobs and turns them into fuel. The operation has cut the fuel bill by 60%. Now the propane fuel tank is filled only once a week.

Plagiarized (Not Acceptable)

Reducing the operating costs of white corn production is an ongoing problem, but one farmer has reduced costs by spending \$70,000 to design and build a cob burner that gasifies the corncobs and turns them into fuel.

Notice that although the order of the passage has been altered and that few of the words have been omitted, the passage is basically the same as the original. No quotation marks set off the exact words of the original and no documentation acknowledges the source. Both must occur in order to avoid plagiarism. Compare that with the following:

Reworded, Partly Quoted, and Documented (Acceptable)

Farmers struggle to reduce the cost of producing white corn, a staple for many Americans who like cereal and tortillas. One farmer has cut his fuel consumption in half by using what had once been thrown away: the corncobs. As Mr. Z explained, the \$70,000 cob burner “gasifies the corncobs and turns them into fuel” (Kamp16).

In this acceptably written passage, exact words appear in quotation marks and reworded portions are acknowledged by documentation at the end of the paragraph.

Notice in the following passage however, that no exact phrases appear.

Reworded and Documented (Acceptable)

Representative of farmers' creative approaches to cut the cost of producing white corn, one farmer has given the term "recycling" a new twist. For \$70,000 he designed and built a cob burner that turns corncobs to gas that can in turn be used for fuel. He has eliminated the pile of cobs that accumulated out back and at the same time cut his fuel consumption by more than half (Kamp 16).

Completely reworded, this passage omits exact words from the source; thus, no quotation marks are necessary to mark them. Since the passage is a summary, however, credit must be given to the source.

To avoid plagiarism, adhere to three rules:

1. DO NOT use exact words from a source without putting them inside quotation marks and giving credit to the source.
2. DO NOT reword a passage without giving credit to the source.
3. DO NOT summarize a passage without giving credit to the source.

In other words, if writers are honest about where they get their words and ideas they will never be guilty of theft.

"Avoiding Plagiarism" courtesy of Amsco School Publications, Inc., copyright 1999.

HOW TO DO IN-TEXT CITATION

*An in-text citation is a reference to the last name of the author and the page number(s) where the information is located. Refer to the author in the body of the text or through parenthetical citation in the sentence or paragraph. The citation then must be followed by the page number, **without** the use of “p.,” “pp.,” or the word “page,” in parentheses.*

CITING SOURCES: BOOKS

A Book by One Author

This documentation can be presented in the body of the text by use of the author’s name prior to the citation in the sentence or paragraph.

1. Graham Greene attempts to establish both setting and mood early in the novel when he points out “A few vultures looked down from the roof” (7).

Note: Use the full name for the first mention of the author in the text. Thereafter, use the author’s last name only.

If the author is not mentioned prior to the citation, the author’s last name and the page number are both included in parentheses following the citation. *No comma is used to separate the name from the page number.*

2. Both setting and mood are established in the novel through the use of both natural and man made surroundings: “A few vultures looked down from the roof” (Greene 7).

Note: In either approach, if the quotation ends the sentence, close the quotation marks before the parenthesis and place the sentence period after the parentheses.

A Book by Two or More Authors

For a work of *two or three authors*, refer to all names either in the text or in parenthesis.

3. (Hare, Moran, and Koepke 226-228).

For a work with *four or more authors*, use the first mentioned author’s last name followed by “et al.”

4. (Bellah et al. 196-99).

Two or More Books by the Same Author

When referring to more than one work by a given author within the same paper there are *two* possibilities. Include a reference to both author and title in the body of the text.

5. Graham Greene describes the passage of time in The Heart of the Matter as “the unreality of a country one is leaving for ever” (208).

If the author and work are not named in the text, include the author’s last name, followed by a comma, an abbreviated form of the title and the page number in parenthesis following the citation.

6. The description of time as “the unreality of a country one is leaving forever,” suggests the intrusion of the ordinary into Scobie’s personal world (Greene, The Heart of the Matter 208).

Books by Authors with the Same Last Name

Cite the author’s last name and the title of the source in the sentence and then add the page numbers in a parenthetical reference.

7. Toffler argues in The Third Wave that society has gone through two eras of growth (agricultural and industrial) and is now entering another: the information age (26).

A Book with No Author Listed

Use the title of the work in the place of the author’s name. Cite the complete title if citing the source in the text of the paper.

8. According to The Far East and Australasia 1991, the Buddhist calendar has been the official calendar in Sri Lanka since 1996 (38).

A Specific Work in an Anthology or Reference Book

When referring to a work found in an anthology, cite the name of the author rather than the name of the editor of the anthology. Use the page number on which the work is found.

9. “A rider of birches” is a positive boyhood experience deftly relayed in the poem “Birches” (Frost 124).

Special Note:**A Literary Work**

Literary works-novels, plays, poems- are available in many editions, therefore information should be provided in addition to page numbers so readers using different editions can locate the passage cited. After the page number, add a semicolon and other appropriate information, using lowercase abbreviations such as *pt.*, *sec.* *ch.*

10. Although Flaubert sees Madame Bovary for what she is-a silly romantic woman-he insists that “none of us can ever express the exact measure of his needs or his thoughts or his sorrows” (216: pt. 2. ch.12).

A Multi Volume Work

Cite the volume number, followed by a colon and the page number in the parenthetical citation.

11. Barr and Feigenbaum note that “the concept of translation from one language to another by machine is older than the computer itself” (1: 233).

A Government Publication

Include the information in the sentence, particularly if several corporate or government reports appear in one text.

12. AT&T’s Annual Report for 2001 announced that the corporation had reached a turning point in its history (3).

More than One Work in a Single Parenthetical Reference

If two or more works need to be in a single parenthetical reference, document each reference according to the normal pattern, but separate each citation with a semicolon.

13. (Oleson 59; Trimble 85; Hylton 63).

CITING SOURCES: NONPRINT OR ELECTRONIC

Because this is a new and changing source there is little agreement on the “correct” form at this time. In keeping with the spirit of the *MLA Handbook* while attempting to provide a uniform pattern for citation, the following format has been temporarily adopted.

In citing sources from radio or television programs, films, computer software, electronic databases, recordings and other nonprint material, list only the name of the author either in the body of the text or in the parenthetical citation.

14. In response to Victor Brombert’s 1990 MLA presidential address on the “politics of critical language,” one correspondent suggests that “some literary scholars envy the scientists their wonderful jargon with its certainty and precision and thus wish to emulate it by creating formidably technical-sounding words of their own” (Mitchell).

HOW TO FORMAT QUOTATIONS

When the works of others are directly quoted in a paper, the quotations will be formatted differently depending on their length. Below are some basic guidelines for using quotations in the research paper or expository essay.

SHORT QUOTATIONS

Short quotations are those fewer than four typed lines of prose or three lines of verse. In the text, give the author and the specific page citation (in the case of poetic verse, provide line numbers). Punctuation marks such as periods, commas, and semicolons should appear after the parenthetical citation. Question marks and exclamation points should appear within the quotation marks if they are part of the quoted passage but after the parenthetical citation if they are a part of the text.

15. According to some, dreams express “profound aspects of personality” (Foulkes 184), though others disagree.

16. According to Foulkes’ study, dreams may express “profound aspects of personality” (184).

17. Is it possible that dreams may express “profound aspects of personality” (Foulkes 184)?

Poetic Sources

List the line numbers rather than page numbers in parenthetical citations. In the first citation use the word “lines” before the number. In subsequent citations, the word “lines” should be omitted. The end of lines must be indicated with a backslash (/) which is preceded and followed by a space to indicate a separation of lines.

18. The narrative quality of Mitsui’s pieces, “the youngest son, I left the family inside and stood / alone in the unplanted garden by a cherry tree / we had ground ourselves,” is vivid and personal (“My Father Died” lines 1-3).

Dramatic Sources

Use act, scene and line number, in that order, when citing plays in a parenthetical citation.

19. (Hamlet 3, 1, 56-89)

LONG QUOTATIONS

Quotations which *require more than four typed lines* should not be included in quotation marks and need to be separated from the body of the text. The long quotation is indented ten spaces from the left margin and double-spaced. The citation at the end of a long quotation follows the final punctuation of the quotation itself, thus differing from citations included within a text sentence. Poems and poetic plays being cited in this fashion must use the original line length of the work being cited.

20. My wife, Lilly, engineered a trade for me, driving away in my
mature '92 Detroit 4 door and coming back a few hours later
with a glossy black Passport whose color reminded me of my
1955 high-school car that I nicknamed "Tar-Baby." It had dual
pipes that you could hear on the other side of town.

(Mitsui, "Honda Passport" lines 1-9)

ADDING OR OMITTING WORDS IN QUOTATIONS

If a *student adds a word or words* in a quotation, *brackets* should be placed around the words to indicate that they are not part of the original text.

21. John Holmes, in an essay about character development, states: "Some writers who utilize internal conflict [for character development] create vivid renderings of realistic heroes" (99).

If a *word or words are omitted* from a quotation, the deleted word or words should be indicated by using ellipsis marks, which are three periods (...) preceded and followed by a space.

22. Essayist John Holmes states: "Some writers...create vivid renderings of realistic heroes" (99).

HOW TO WRITE A WORKS CITED PAGE

The Works Cited page which concludes a paper referring to more than a single source, provides more complete reference information than in-text citations. Basic rules regarding this page include:

- List only works mentioned in the text of the paper.
- The Works Cited page is a separate, numbered page with the same heading requirements of all pages following the first page. Center the heading Works Cited without the use of quotation marks, underlining or punctuation.
- Cited references are listed in alphabetical order according to the last name of the author followed by a comma and the author's first name. If the entry has more than one author, all names listed after the initial one are listed in normal order. If the work does not name an author, the entry is listed alphabetically by the first word of the title excluding *A*, *An* or *The*. Do not number entries.
- Do not indent the first line of an entry but indent each subsequent line of a single entry five spaces. Like the body of the paper, the Works Cited page is double spaced.
- Separate the main parts of an entry – author, title, publication information – with a period.
- Capitalize all words in the titles of books and articles except *a*, *an*, *the*, coordinating conjunctions (*and*, *but*, *or*, *nor*), *to* in an infinitive, and prepositions unless they begin or end the title or subtitle.
- Underline or use italics for the title of books, journals or magazines. Put the titles of individual articles in quotation marks.
- Abbreviate all months except May, June and July in publication information for journals, newspapers and magazines.
- Give inclusive page numbers for articles and sections of books, but do not use “p.” or “pp.” or the word page before page numbers in any reference.

WORKS CITED PAGE: BOOKS

When citing books, provide the following general categories of information:

Author's last name, first name. Book Title. Additional information. City of Publication: Publisher, publication date.

A Book by One Author

23. Sidel, Ruth. On her Own: Growing Up in the Shadow of the American Dream. New York: Penguin, 1990.

Necessary information will be found on the title page and the copyright page. Use the most recent copyright date and a shortened form, usually one word, of the publisher's name. Use the abbreviation "U" for *university* and "P" for *press* with no periods.

A Book by Two or More Authors

24. Lakoff, George, and Mark Johnson. Metaphors We Live By. Chicago: U of Chicago P, 1980.

For an entry with four or more authors, either follow the pattern above for two or three authors or use only the first author's name followed by "et al."

25. Bellah, Robert N., et al. Habits of the Heart: Individualism and Commitment in American Life. Berkeley: U of California P, 1985.

Two or More Books by the Same Author

26. Walker, Alice. The Color Purple. New York: Harcourt, 1982.
---In Search of Our Mothers' Gardens. New York: Harcourt, 1983.

Books by Authors with the Same Last Name

Authors with the same last name should be listed alphabetically by first name.

27. Blanchard, Carol. Caring about the Universe. New York: Gale, 2005.

Blanchard, William. Life in the Fast Lane. Boston: Prentice-Hall, 1999.

A Book with No Author Listed

The title is placed first. Alphabetize according to the first significant word in the title. Do not consider *A*, *An* and *The*. If one of those words is the first word of the title, place that word at the end of the title entry preceded by a comma.

28. Chicago Manual of Style, The. 14th ed. Chicago: U of Chicago P, 1993.

A Multivolume Work

29. Barr, Avon, and Edward A. Feigenbaum. The Handbook of Artificial Intelligence. 3 vols. Stanford: Heuristech, 1981-82.

A Work Prepared by an Editor

Use the abbreviation “ed.” Or “eds.” after the name(s) of the editor or editors.

30. Gates. Henry Louis, Jr., ed. Classic Slave Narratives. New York: NAL, 1987.

A Specific Work in an Anthology or Reference Book

For a specific article, story, etc. in an anthology, first list the author and title of the specific piece. Follow this with the title and editor of the anthology, publication information for the anthology, a period and then the pages in the anthology on which the specific work is found.

31. Des Pres, Terrence. “Poetry and Politics.” The Writer in Our World. Ed. Reginald Gibbons. Boston: Atlantic Monthly, 1986. 17-29.

For a well known reference book such as a major encyclopedia, give only the edition number, year of publication and page numbers following the title.

32. “Multiculturalism.” Columbia Encyclopedia. 5th ed. 1993. 84-86.

A Translated Book

33. Foucault, Michel. Madness and Civilization: A History of Insanity in the Age of Reason. Trans. Richard Howard. New York: Vintage-Random House, 1998.

An Introduction, a Preface, a Foreword, or an Afterword

34. Farrell, Thomas B. Introduction. Norms of Rhetorical Culture. Eds. Mary Boss and Brad Newberry. New Haven: Yale UP, 1993. 1-13.

A Book by a Corporate Author

35. American Allergy Association. Allergies in Children. New York: Random, 1998.

SPECIAL PRINT/BOOK SOURCES

Certain book sources are handled in a special way by MLA style.

A Government Publication

36. United States. Government Accountability Office. Climate Change: EPA and DOE Should Do More to Encourage Progress Under Two Voluntary Programs. Washington: GPO, 2006.

A Pamphlet

37. Your Rights Under California Welfare Programs. Sacramento, CA: California Dept. of Social Services, 2007.

WORKS CITED: PERIODICALS

When citing articles in periodicals, provide the following general categories of information:

Author's last name, first name. "Article Title." Periodical Title Date: inclusive pages.

A Signed Article in a Magazine or Newspaper

38. Elmer-Dewitt, Philip. "Battle for the Soul of the Internet." Time 25 July 1994: 50-56.

For a newspaper that designates sections by letter, list the appropriate letter before the page number.

39. Gates, Henry Louis, Jr. "It's Not Just Anglo-Saxon." New York Times 4 May 1991: A23.

An Article That Skips Pages

When an article does not appear on consecutive pages, give only the first page number followed by a plus sign.

40. Miles, Jack. "A Bold Proposal on Immigration." Atlantic Monthly June 1994: 34+.

An Article with Continuous Pagination

41. Allen, Emily. "Staging Identity: Frances Burney's Allegory of Genre." Eighteenth-Century Studies 31 (1998): 433-51.

An Editorial or Work with No Listed Author

Begin with the title of the article and alphabetize while ignoring an initial, *A*, *An*, or *The*. If the work cited is an editorial, include the word *Editorial* after the title.

42. "Boy Named Beerhall, A" Editorial. New York Times 19 Mar. 1993: A28.

WORKS CITED: ELECTRONIC SOURCES

If a particular source is not covered here, use the basic forms to determine the correct format, consult the MLA Handbook or talk to the teacher of the course.

Some Tips on Handling Electronic Sources

It is always a good idea to maintain personal copies of electronic information, when possible. It is good practice to print or save Web pages or, better, using a program like Adobe Acrobat, to keep personal copies for future reference. Most Web browsers will include URL/electronic address information when material is printed, which makes later reference easy. Also learn to use the Bookmark function in the Web browser.

Basic Style for Citations of Electronic Sources

When citing information from an electronic source, provide the following general categories of information:

Author's last name, first name. "Article Title" or Book Title. Publication information for any printed version. Or subject line of forum or discussion group. Indication of online posting or home page. Title of Electronic Journal. Date of electronic publication. Page numbers or the numbers of paragraphs or sections. Name of institution or organization sponsoring Web site. Date of access to the source <URL>

An Entire Web Site

Basic format:

Name of Site. Date of Posting/Revision. Name of institution/organization affiliated with the site (sometimes found in copyright statements). The date the site was accessed [electronic address].

It is necessary to list the date of access because web postings are often updated, and information available on one date may no longer be available later. Be sure to include the complete address for the site.

43. The Purdue OWL Family of Sites. 26 Aug. 2005. The Writing Lab and OWL at Purdue and Purdue University. 23 April 2006 <<http://owl.english.purdue.edu>>.

Long URLs

URLs that won't fit on one line of a Works Cited list should be broken at slashes, when possible.

The Amazon.com URL for customer privacy and security information is <http://www.amazon.com/exec/obidos/tg/browse/-/551434/104-0801289-6225502> so to simplify the citation use:

44. Amazon.com. "Privacy and Security." 22 May 2006 <<http://www.amazon.com/>>. Path: Help; Privacy & Security.

A Page on a Web Site

For an individual page on a Web site, list the author or alias if known, followed by the information covered above for entire Web sites. Make sure the URL points to the exact page referred to, or the entry or home page for a collection of pages:

45. "How to Make Vegetarian Chili." [eHow.com](http://www.ehow.com). 10 May 2006 <http://www.ehow.com/how_10727_make-vegetarian-chili.html>.

An Image, Including a Painting, Sculpture, or Photograph

46. Goya, Francisco. The Family of Charles IV. 1800. Museo del Prado, Madrid. 22 May 2006 <<http://museoprado.mcu.es/i64a.html>>.

An Article in a Scholarly Journal

47. Butler, Darrell L., and Martin Sellbom. "Barriers to Adopting Technology for Teaching and Learning." Educause Quarterly 25 (2002): 22-28. Educause. 17 Feb. 2005 <http://www.educause.edu/ir/library/pdf/eqmo223.pdf>.

An Online Book

48. Anderson, Sherwood. Winesburg, Ohio. 1919. Bartleby.Com: Great Books Online. 1999. 17 Feb. 2005 <<http://www.bartleby.com/156/index.html>>.

An Online Poem

50. Roethke, Theodore. "My Papa's Waltz." Favorite Poem Project. 5 May 2003 <<http://www.favoritepoem.org/poems/roethke/waltz/html>>.

An Article in a Reference Database

51. "Women in American History." Britannica Online. Vers. 98.1.1. Nov. 1997.
Encyclopedia Britannica. 10 Jan. 2005 <<http://www.eb.com>>.

An Article in a Magazine

52. Glasser, Ronald J. "We are Not Immune." Harper's Oct. 2004. 12 Dec. 2004
<<http://www.harpers.org/WeAreNotImmune.html>>.

A Personal E-mail Message

53. Johnson, Alfred B. "Audio Interactive Awards." E-mail to James W. Miles.
14 Feb. 2005.

Weblog Postings

MLA does not yet have any official rules for citing blog entries or comments. As the technology becomes more widely used for academic discussions, blogs may be referenced more often. If using a blog as a source, make sure to consider the **credibility** of the weblog site and/or the author of the posting or comment. Also, check with instructors of courses to see what their stance is about using evidence from blog entries.

Citing Personal Weblog Entries

List the author of the blog (even if there is only a screen name available), provide the name of the particular entry, identify that it is a weblog entry and then follow the basic format for a website.

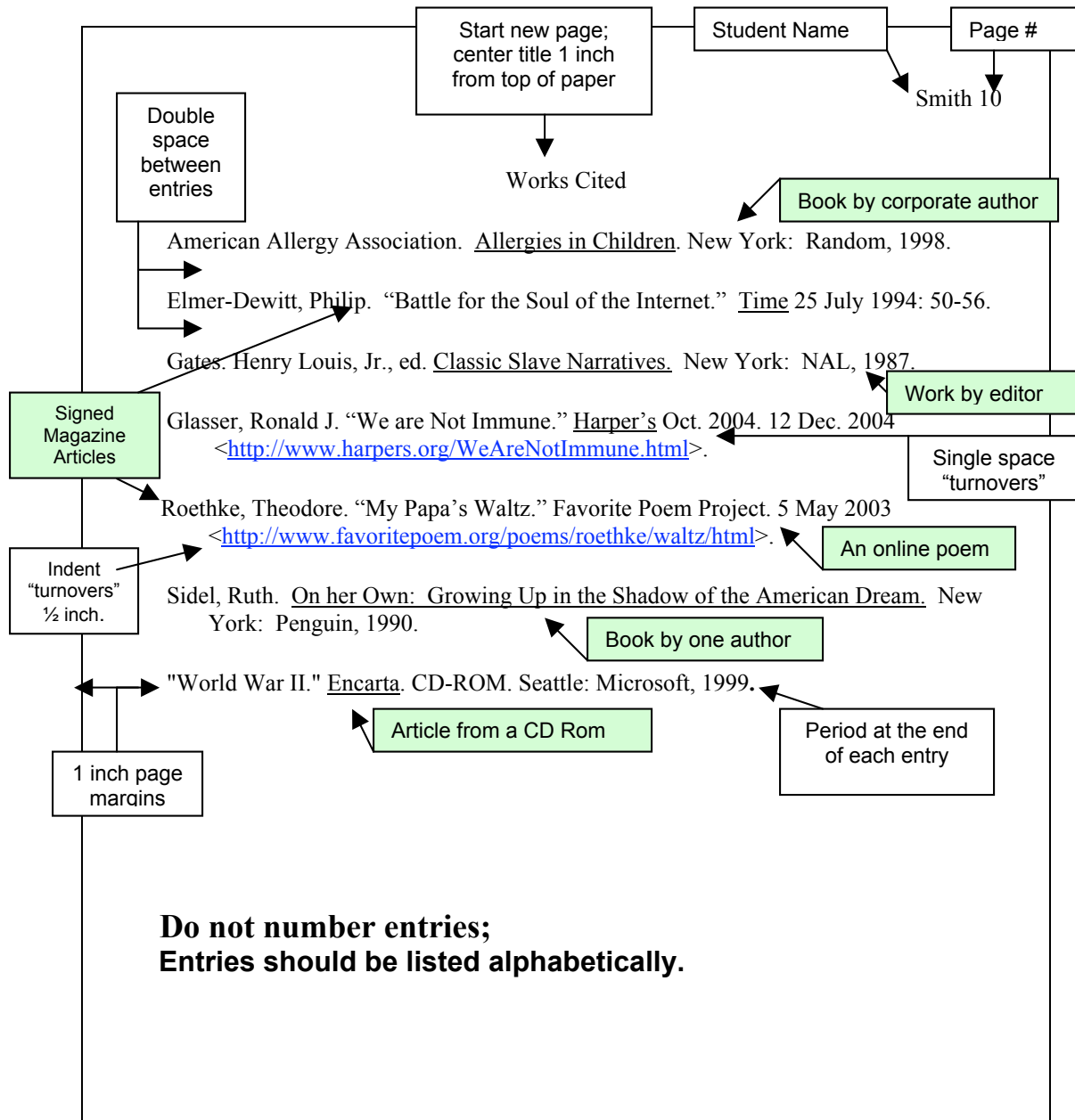
Last Name, First. "Title of Entry." Weblog Entry. Title of Weblog. Date Posted. Date Accessed (URL).

54. Hawhee, Debra. "Hail, Speech!" Weblog entry. Blogos. 30 April 2007. 23 May 2007
<http://dhawhee.blogs.com/d_hawhee/2007/04/index.html>.

Article in a Database on CD-ROM

55. "World War II." Encarta. CD-ROM. Seattle: Microsoft, 1999.

SAMPLE WORKS CITED PAGE



FOOTNOTES

Because long explanatory notes can be distracting to readers, most academic style guidelines (including MLA and APA) recommend limited use of footnotes; however, certain publishers and instructors encourage or require note references in lieu of parenthetical references (see the MLA Handbook, Appendix B, and the MLA Style Manual, Appendix A, for other systems of MLA citation).

In this style, each page of the paper has its own set of notes at the bottom of the page. Some readers prefer the style because they can see complete citation without turning to the end of the paper where they would have to search through an alphabetical listing.

Computer/Word Processor Hint

Some software programs will automatically place footnotes on the appropriate text pages.

NUMBERING FOOTNOTES IN THE TEXT

a. Raised numbers called “superscript” numbers, appear in the text and correspond to numbered notes at the bottom of each page. Most word processing packages include superscript and subscript as part of the format of font menus. Check the Help menu.

b. The raised number is placed at the end of paraphrase or quotation without a space between the final letter or punctuation mark and the number.

Example

Some have argued that such an investigation would be fruitless.⁶

c. The corresponding notes at the foot of the page, numbered consecutively through the paper, give the source information. The same information also appears on the Works Cited page.

HOW TO FORMAT THE FORMAL PAPER

The preparation of papers in MLA style is covered in chapter four of the MLA Handbook, and chapter four of the MLA Style Manual. Below are some basic guidelines for formatting a paper in MLA style.

- Type the paper on a computer and print it out on standard, white 8.5 x 11-inch paper.
- Double-space the text of the paper, and use a legible font like Times New Roman or Courier. The font size should be 10-12 pt.
- Leave only one space after periods or other punctuation marks (unless otherwise instructed by the teacher).
- Set the margins of your document to 1 inch on all sides. Indent the first line of a paragraph one half-inch (five spaces or press tab once) from the left margin.
- Create a header that numbers all pages consecutively in the upper right-hand corner, one-half inch from the top and flush with the right margin. (Note: The instructor may ask the number be omitted on the first page. Always follow the instructor's guidelines.
- Use either italics, bold, or underlining throughout your essay for the titles of longer works and, only when absolutely necessary, providing emphasis.

ABBREVIATIONS IN MLA

There are a few common trends for abbreviations that should be followed when using MLA, though there are always exceptions to these rules. For a complete list of common abbreviations used in academic writing, see Chapter 7 of the [MLA Handbooks for Writers of Research Papers](#).

1. Do not use periods or spaces in abbreviations of all capital letters, unless it is a proper name:

US, MA, CD, HTML

P. D. James, J. R. R. Tolkien, E. B. White

2. Use a period if the abbreviation ends in a lower case letter, unless referring to an internet suffix, where the period should come before the abbreviation:

assn., conf., Eng., esp.

.com, .edu, .gov (URL suffixes)

3. Use periods between letters without spacing if each letter represents a word in common lower case abbreviations:

a.m., e.g., i.e.

Exceptions: mph, os, rpm, ns (among many others)

4. Categories of Typical Abbreviations:

- Time designations: Jan., Thurs., yr., sec.
- Geographic names: AK, Ger., No. Amer., USA
- Scholarly abbreviations: abbr., anon., ex., i.e.
- Publishers names: Cambridge UP, Harper, McGraw, SIRS

ABBREVIATIONS IN CITATIONS

1. Remember to follow common trends to abbreviate time and location within citations:

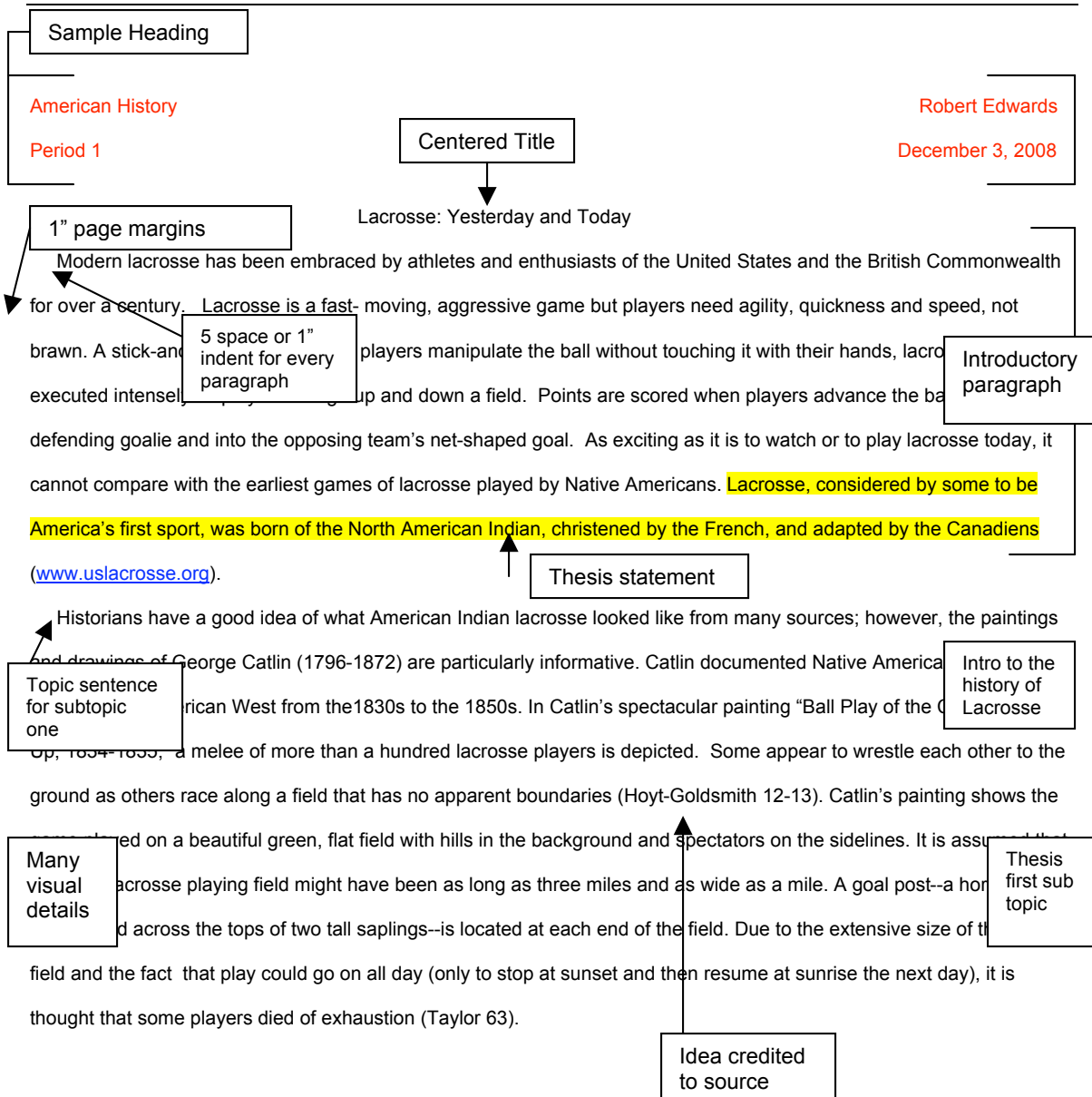
- Month names longer than four letters used in journal and magazine citations: Jan., Sept., Nov.
- Geographic names of states and countries in book citations when the publisher's city is not well known or could be confused with another city: Logan, UT; Manchester, Eng.; Sherbrooke, QC

2. Shorten publisher's names as much as possible in book citations. Provide readers with enough information for them to identify the publisher. Many publishers can be identified by only acronyms or a shortened version of their names.

Here is a short list of publisher abbreviations. Consult Chapter 7 of the MLA Handbook for a more complete list.

- **Gale** (Gale Research, Inc.)
- **Harper** (Harper and Row, Publishers, Inc. & Harper Collins Publishers, Inc.)
- **Little** (Little, Brown and Company, Inc.)
- **Cambridge U** (Cambridge University Press)
- **MLA** (Modern Language Association)
- **Assn. or Soc.** (Association or Society)

SAMPLE STUDENT PAPER



As well as very intense, the game of lacrosse is very organized. In Lacrosse: A History of the Game, sports historian Donald Fisher notes that in the Northeast and around the area of the Great Lakes, players used a single long-stick, the crosse, to propel the ball, but that in the Southeast players used a pair of shorter sticks (13). Catlin's painting reveals players who carry two lacrosse sticks, and one team is marked by white body paint to distinguish itself from the other team. The players only wear loincloths and have decorative tails made of horsehair attached to their backs. They also

Topic sentence

have their hair, and their feet are bare. According to author Diane Hoyt-Goldsmith, players wore animal skins as a hawk feather or a bear claw, so that the animal's spirit would help them during the game (15).

Because lacrosse requires great strength, skill, and endurance, its most important use was for Native Americans was to train young men as warriors and hunters (Fisher 13). Therefore it is not surprising that some Southeastern tribes called the game "little brother of war" (Vennum xii). Fittingly, the American Indians used lacrosse to settle disputes between tribes, choosing a brutal game instead of war and bloodshed. Fisher notes that "a contest permitted tribes to reinforce political fellowship while solving territorial disputes within the context of an alliance" (14). Obviously, the winner of the game won the dispute.

Idea credited to sources

The evolution of the Native American game into modern lacrosse began in 1636. The earliest written descriptions of modern lacrosse come from the diaries of the French Jesuit missionaries, who arrived in the New World in the 1600s to convert Native Americans to Christianity. At that time, some type of lacrosse was played by at least 48 Native American tribes scattered throughout what is now southern Canada and all parts of the United States.

Second sub topic of thesis

While living among the Hurons near Thunder Bay, Ontario, Jesuit missionary Father Francois Joseph Le Mercier reported that clans played a series of lacrosse games to honor their gods. They hoped their efforts would bring good weather for newly planted seed corn and enough food to feed the tribe (Vennum 12). Some tribes also viewed lacrosse as a "medicine" game to entertain "the Creator" to insure good health and tribal welfare. Any person in the tribe could call for a game of lacrosse and once done the whole community began to play. It was played to entertain the Creator (Dellinger 168). Father Jean de Brebeuf describes this tribal tenet which he witnessed in 1637:

There is a poor sick man, fevered of the body and almost dying. A miserable sorcerer will order for Him, as a cooling remedy, a game [la]crosse. Or the sick man himself, sometimes, will have dreamed that he must die unless the whole country shall play [la]crosse for his health; and, no matter how likely may be his credit, you will see then in a beautiful field, village contending against village, as to who

Long descriptive quotation found in secondary source

Indent long quotations 10 spaces or 1" on BOTH sides

will play [la]crosse the better, and betting against one another beaver robes and porcelain collars, so as to excite greater interest. (Fisher 17)

Lacrosse has always had a spiritual element for Native Americans. Players fasted, prayed, and underwent a ritual purification before each game. After a game, both teams went to a body of "living" water, dipped their lacrosse sticks into the water, and said more ancient prayers. In American Indian Lacrosse: Little Brother of War, author Thomas Vennum writes:

The Jesuits appear to have been aware that a lacrosse match has a highly ceremonialized religious expression—that the players were required to undergo ritual cleansing before and after the sport, that the spirits, and the success or failure of the players was attributable less to athletic prowess than to the relative power of the religious leaders who controlled player and games at every turn. (28)

Long descriptive quotation found in secondary source

The medicine men, or shamans, also determined when games would be played and directed the strategies. They were something like today's coaches except they had, or claimed to have, magical powers. In fact, a lacrosse match among the Eastern Cherokee was seen as a match between each team's medicine man: "And the victory or defeat is laid at the door of the medicine man rather than that the players themselves are congratulated or scorned for it" (28).

Of cultural note, only the men of the tribe played lacrosse. Women cheered their team from the sidelines and were known to whip players if they weren't aggressive. One of Catlin's drawings shows a woman with a small branch chasing a player on the field. Catlin explains that she is "yelling and screaming as she runs, trying to overtake her husband to remind him of all the goods they have wagered on the game" (Vennum 156-157). Players and tribal members often placed bets (possessions such as a tool or weapon or article of clothing) on their team. The winning team divided the spoils among the bettors. It should be remembered however that "although a player might lose possessions after betting on one contest, he stood a good chance to recover his losses later" (Fisher 16).

Book citation

French pioneers began playing the game avidly in the 1800s. Canadian dentist W. George Beers, known as the "father of lacrosse," standardized the game in 1867 with the adoption of set field dimensions, limits to the number of players per team and other basic rules. He also campaigned to have lacrosse accepted as Canada's national game.

Topic sentence for sub topic three

Though unsuccessful, his efforts helped raise the number of clubs from 6 to 80 in 1867, as did a national convention he organized in Kingston, Ontario (Lindsay).

Electronic encyclopedia citation

Today lacrosse is one of the fastest growing team sports in the United States. Youth participation in the sport has grown over 500% since 1999 to nearly 250,000. No sport has grown this fast at school level over the last ten years and there are now an estimated 200,000 high school players. Lacrosse is also the fastest growing sport over the last six years at the NCAA level. There are more than 500 college club programs, including nearly 200 women's teams that compete at the US Lacrosse Intercollegiate Associates level (www.uslacrosse.org).

Historically, lacrosse is a traditional game that has been played in the Americas for centuries. Even though lacrosse has undergone many changes in its long history, it is an exhilarating sport that is fast-paced and full of action. For sports enthusiasts all over the world, lacrosse is very exciting to play or watch.



Concluding paragraph

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Writing Assignments

Teachers who give writing assignments should clearly specify the expectations for student performance.

Rubrics should be shared with students before the writing assignment is given and references to the rubrics should be made in the teacher comments. Many rubrics are available and can be adapted for individual assignments.

MCAS Open Response Questions Essay Test Questions Single Paragraph Writing Assignments

The MCAS includes open response questions in every subject. Teachers should use past MCAS open response questions, adapt them, or develop their own. Most of these questions require a one paragraph answer.

- Restate the question as the first sentence of the answer.
- Provide specific details to support the generalization expressed in the first sentence.
- End with a concluding comment (clincher).

Three Paragraph Essay Assignments Longer Essay Test Questions

Three paragraph essay assignments and longer essay test questions require greater elaboration than single paragraph assignments.

Introduction: Restate the question or state the topic. Introduce the data that will be used to develop the answer or topic.

Proof paragraph: Provide specific details, quotes, examples and/or data to develop the topic.

Conclusion: Restate the question or topic. Briefly restate the data. End with a final comment.

Analytical Papers

Five Paragraph Essays

ELA Long Compositions

Five or more paragraph assignments require significant elaboration and focus.

Introduction: Thesis statement (state the topic as a thesis to be proven). Identify the examples/evidence that will be used to support the thesis. Comment if appropriate.

Proof Paragraphs (3): Start each proof paragraph with a topic sentence that restates from the introduction the example that will be developed. Establish the context. Provide a supporting quote/data/details/specific examples that document the point being made. Comment on the quote, explaining its meaning and elaborating on its significance. End with a discussion of the relation of the quote to the generalization being developed in the proof paragraph.

Conclusion: Restate the thesis as proven. Restate the examples/evidence that were discussed. End with a final comment.